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ABSTRACT

Arizona's state policy concerning foreign language education is outlined. The document begins with a state board of education policy statement, followed by a statement of philosophy concerning the objectives and general content of language instruction. Economic, social, and educational principles underlying the rationale for language education are then enumerated, and salient trends and theories in current second language acquisition research are summarized. Brief statements concerning curriculum development, instructional practices, and staffing are also offered. The remainder of the core document contains charts of program models and characteristics (immersion, partial immersion, two-way bilingual, Foreign Language in the Elementary Schools--FLES, and Foreign Language Experience--FLEX) and of essential language competencies and related skill indicators keyed to grade levels (K-3, 4-6, 7-8, 9-12). Appended materials include the text of state legislation concerning elementary and secondary school curriculum content, notes on elements of a quality foreign language program, a brief bibliography, and lists of additional organizational and print resources. (MSE)

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FOREIGN LANGUAGE

ESSENTIAL SKILLS

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
May 1992

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THE FOREIGN LANGUAGE
ESSENTIAL SKILLS

Arizona Department of Education
C. Diane Bishop, State Superintendent of Public Instruction
February 1992

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PREFACE

The explosive rate of change in the world is forcing individuals who are different from each other to come into more frequent and complex relationships. It is no longer possible to ignore or escape this fact. Personal and economic necessities make it imperative to find new ways to communicate and interact with individuals whose language and customs are different. It is essential to find common ground where opportunities for the future can be explored in cooperative ways. Thus, it is vitally important to provide young people with language and cultural skills that will help them cope with a world that is increasingly complex culturally and linguistically.

In response to this concern the Arizona State Board of Education established a language policy (see page four for policy statement), and appointed the Foreign Language Essential Skills Committee to undertake the task of developing skills for foreign language instruction grades K-12.

The Foreign Language Essential Skills Committee consisted of individuals from diverse backgrounds. It included educators presently working in the area of foreign language, school administrators, members of school boards, and noneducators with broad experiences in foreign travel and business. All committee members proved to have a strong interest in foreign language instruction.

To facilitate the activities of this Committee, a staff member from the Department of Education was appointed at the request of the State Board. This person was Robert Sosa, Education Program Specialist with the Bilingual Education Unit.

The Foreign Language Essential Skills Committee was chaired by Mr. Carlos Nagel from Tucson and Vice Chairman Mr. Elias Esquer from Mesa. Ms. Diane Langston of Hereford served as Secretary, and Ms. Virginia Williams of Tuba City was selected as Parliamentarian. Members of the Committee and communities they represent are:

Charles Bailey	Foreign Language Teacher Saguaro High School Scottsdale Unified District No. 48 Scottsdale, Arizona

Mary Jo Vecchiarelli and Fred Martinez	Principal Foreign Language Teacher and Department Chair Mesa High School Mesa Unified District No. 4 Mesa, Arizona
Dr. Frances Amabisca	K-8 Superintendent (retired) Avondale Elementary District No. 44 Avondale, Arizona
Diane Langston	K-8 Foreign Language Teacher/Curriculum Hands Across the Border - Board of Directors Palominas Elementary School Hereford, Arizona
Amanda Males	Education Director SER Jobs For Progress Yuma, Arizona
Carlos Nagel	Director Cultural Exchange Services Tucson, Arizona
Mary Helen Ibarra	Department Chair and Foreign Language Teacher Cholla Junior High School Washington Elementary District No. 6 Phoenix, Arizona
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Elias Y. Esquer	Professor of Spanish and Department Chair Mesa Community College Mesa, Arizona
Lynn Hovde	Parent Representative with French Degree and extensive travel in Europe Mesa, Arizona
Gay Ide	K-12 Foreign Language Instruction/Curriculum Development Orange Grove Middle School Catalina Foothills Unified District No. 16 Tucson, Arizona

This document represents the work of the Foreign Language Essential Skills Committee with input from individuals/and agencies involved in foreign/second language education.

STATE BOARD OF EDUCATION FOREIGN LANGUAGE POLICY STATEMENT

As an initial step in mandating foreign language study the State Board of Education developed a policy statement. The policy statement was passed in July 1989. It is as follows:

The State Board of Education believes that the goal of foreign language study should be to prepare students to better communicate with native speakers in this state and other nations, have a better understanding of other cultures, and be better prepared for potential careers.

- **Access to Foreign Language Programs**

  The Board believes that all students should have the opportunity to develop proficiency in a foreign (second) language through programs which begin in the early elementary grades and which continue in an uninterrupted sequence.

- **Components of District Programs**

  The Board encourages districts to set clearly defined goals in cooperation with the local community for the achievement of foreign language proficiency. Districts should implement programs which are consistent with recognized models of elementary foreign language education. Continuous evaluation of student proficiency should be conducted to ensure that the program is achieving its stated goals.

- **Qualification of Program Instructors**

  The Board recognizes that the success of foreign language instruction depends heavily upon the qualifications of the Teaching Staff. The Board encourages districts to select certified personnel who have the appropriate training, background and level of proficiency to implement a foreign language in the elementary school program.

PHILOSOPHY

A foreign language is an additional method of communication and a bridge to the community and to the world. Foreign language study fosters improved understanding between people of various cultural backgrounds. In our state, the term "foreign language" does not adequately define the scope of language usage and instruction. Arizona has a unique heritage.

- Native American, Spanish, and other languages are often the first language of many Arizona residents.
- Language usage should be taught in conjunction with culture, as language and culture are inseparable.

Since, language and culture are so interrelated, the committee felt that a definition of both should be established. They are as follows:

Language

- A systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Culture

- The integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends upon man's capacity for learning and transmitting knowledge to succeeding generations.

Foreign language provides individuals with access to new people, ideas and experiences. As the committee explored the issues, members became more aware of several widely-held concepts about language instruction. These are listed below:

1. That multilingual/multicultural competencies are essential in preparing our students for career opportunities, world trade and travel, education, national security and diplomacy.

2. That language and culture are interdependent.

3. That communication is the primary goal of foreign language study.

4. That foreign language curriculum should be integrated with the regular academic subjects. The regular curricula contain many topics and units of study that can also be included in the foreign language curriculum.

5. That language acquisition should occur in as natural and meaningful communicative context as possible. Social/cultural situations, games, songs, rhymes, experiences with arts, crafts and sports are examples of activities that involve students in active language acquisition.

6. That language levels of listening, speaking, reading and writing reinforce each other and should be taught using a holistic approach. As students learn to read, they are also strengthening their writing, speaking, and listening skills. Students do not have to master one aspect of language to be able to go on to the next. They are also building concepts of language or knowledge of how language works. Similarly, as they learn to listen, speak and write, they are enhancing all the other language arts skills. At the same time, they are thinking. Foreign language skills broaden communication.

7. That language instruction involves whole acts of listening, speaking, reading and writing. While these acts can be described, taught, and practiced as separate skills, the skills themselves may not produce multilingual/cultural competence. A curriculum should provide for practical use of listening, speaking, reading and writing.

8. That learning one language can assist in learning another. That the study of the second language will help students develop a better understanding of English.

9. That culture is learned best through practical experiences as well as discussion and reading. Cultural education must be an integral part of the curriculum. Skillful use of language contributes to the development of informed, thinking citizens with an international perspective.

10. That foreign language skills are best evaluated through listening, speaking, reading and writing.

Because of an increased global interdependence, it has become more crucial for students to acquire the ability to communicate in a foreign/second language with people in Arizona and other countries. Foreign language study can play a significant role in preparing students for a global economy. Quality foreign language programs should be made available for all, students in an integrated, sequential, and an uninterrupted manner.

RATIONALE FOR FOREIGN LANGUAGE INSTRUCTION

The need for foreign language skills is more evident today than ever before. Over 20 percent of the gross national product is derived from international trade. Agriculturally the U.S. economy is heavily linked to exports: 30 percent of U.S. grain production is marketed abroad; 40 percent of U.S. farmland grows crops for export. Our manufacturing economy is also tied to international trade: 20 percent of U.S. manufactured goods are sold abroad; one in six manufacturing jobs is related to international activities (Choate and Linger 1988).

On the state level, the international market is becoming increasingly significant to Arizona. In 1990, manufacturing and agricultural products from Arizona were exported to 133 foreign countries contributing $4.3 billion to Arizona's economy. There has also been a substantial increase in the number of foreign-owned investments in Arizona businesses. In addition, 2.6 million foreigners visited Arizona in 1990 making Arizona the sixth ranking state in the Nation in terms of popularity with foreign visitors. International relationships are already a reality in Arizona. If Arizona wishes to be competitive in an increasingly global economy, it is vital that our students become knowledgeable in the language and culture of other countries.

The national education reform, AMERICA 2000: An Education Strategy, in its report, lists two objectives under Goal 3 which address language study. They are:

- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

In addition, AMERICA 2000, under Goal 5, stresses the importance of preparing students for an economic interdependent world and proposes that "by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The National Commission on Excellence in Education's report, "A Nation at Risk," (Washington: GPO 1983) stated that the study of foreign language and culture should be required as are the five basics of English, mathematics, computer science, social studies, and the natural sciences in order for students to have a sound education. Knowledge of foreign language is credited with helping students prepare for careers in commerce, international relations, law, science, and the arts.

Research also shows that the study of a foreign language helps students gain a heightened awareness and comprehension of English. A child's own native language is improved by learning a foreign language, writes Vygotsky a noted researcher, in "Thought and Language," (1986:160). With an integrated foreign language program, subject content can also be reinforced in the foreign language classroom. This cooperative approach can contribute not only to second language learning, but to mastery of academic subject matter (basic skills). A Louisiana State Department of Education study (Rafferty 1986) revealed that third, fourth, and fifth graders studying French for thirty minutes per day improved their scores on the 1985 Basic Skills Language Arts Test more than did nonparticipating students. Also, by the fifth grade the math scores of second language students were higher than nonlanguage students.

Foreign language study must begin now and at the earliest grades possible. Research studies reveal that in order to achieve a high level of language proficiency, the learner must begin the language study at a young age and continue the language throughout his school years. "Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades" notes the National Commission on Excellence in Education (Washington: GPO 1983). The Twentieth Century Fund's Task Force on Federal Elementary and Secondary Education Policy (New York: TCF 1983) agrees and states "our nation's public school student (should) have the opportunity to acquire proficiency in a second language.

Foreign language instruction must be provided to our student in order to prepare them for survival in an increasingly interdependent world.

SECOND LANGUAGE ACQUISITION

A review of the literature concerning second language teaching and acquisition reveals that the research is far from complete, but many advances have been made in the past twenty to thirty years. In years past, teachers generally ascribed to one or two approaches to teaching a foreign language: grammar-translation or audio-lingual. The trend of today's programs is on language acquisition. The main emphasis is on meaningful and purposeful communication, as a means of getting to know other people and other cultures. The acquisition of language is based on usage. The developmental nature of language learning requires language use to be daily, continual and sequential and allows students to develop proficiency in as natural a manner as they did their first language.

The following is a review of recent language teaching trends/theories that have proven helpful in assisting teachers in developing strategies to bring language acquisition and student learning together:

TEACHERS:

Teachers must view themselves as facilitators of language. Language is not acquired by teaching about it; language is acquired in a natural context. The teacher's role, therefore, is to create a nurturing, language-rich, low anxiety environment.

LANGUAGE ACQUISITION:

This is a theory that stresses the natural use of the language and allows students the opportunity to interact with others in meaningful situations. It is very similar to the way in which children learn their first language. The teaching of rules (grammar) is de-emphasized and emphasis is placed on language for communication purposes.

COMPREHENSIBLE INPUT:

Teachers must use a variety of instructional approaches and techniques in order to help students understand the message. The teacher must ensure that information presented in the target language is comprehensible through the use of concrete materials, visuals, demonstrations or body language.

NATURAL LANGUAGE:

The second language is acquired in approximately the same way as the first language. Situations that are real and authentic must be developed in order for students to acquire the grammatical forms and vocabulary for which they are developmentally ready.

INTEGRATION OF THE LANGUAGE ARTS:

Listening, speaking, reading, and writing are the traditional facets of language use. All four are essential in the process of developing foreign language competence. These skills are not sequential. Students do not have to master one aspect of language to be able to go on to the next. A holistic approach facilitates the integration of the language arts.

CONTENT-BASED INSTRUCTION:

Language and content instruction are integrated in order to meet program goals for both. Integrating of language and subject content addresses the concern that language instruction takes time away from the basic subjects. Foreign language study can be viewed as a vehicle to introduce or reinforce content instruction.

CONDITIONS FOR FOREIGN LANGUAGE ACQUISITION:

Language will be acquired by students more effectively when they are presented instruction in a nonthreatening, stress-reduced environment. A classroom atmosphere must be established that allows student to take risks and make mistakes without being ridiculed. The emphasis must be on communication not on accent or grammar.

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES

The primary goal of foreign language study is the development of a specific proficiency level and a better understanding and appreciation of other cultures. However, program goals must be clearly stated and agreed upon by the school and community in order to measure program success. Instructional objectives must be developed in line with local needs and expectations in order to ensure success. Goals must also be consistent with the program model(s) implemented. In addition, the regular school curriculum should be considered in order to reinforce those skills in the foreign language classroom. The foreign language must be integrated into the daily lives and curriculum of the students.

Curriculum must be articulated so that there is a smooth and logical transition from an elementary to a secondary program and continuity from one level to another. Developmental principles and practices must be observed in planning and implementing foreign language instruction which address the four skills of listening, speaking, reading and writing as well as culture. For those languages not commonly spoken (classical) or written (American Indian), it may be necessary to consider alternative methods for addressing the foreign language essential skills.

Successful programs rely on curriculum developed by the foreign language teacher. While textbooks and purchased materials may be used, the foundation of the program and the majority of activities need to be developed by the teacher. Instructional techniques must be utilized that facilitate the student's ability to speak the foreign language through the use of natural language. These would include learner-centered approaches, experiential activities and cooperative learning where the emphasis is on the language as a communication tool.

PROGRAM STAFF

The teacher is the single most important component of a successful foreign language program. It is recommended that foreign language teachers be proficient in the language and possess a thorough understanding of children, culture of target language and foreign language teaching methodology. They should be cognizant of current trends and innovative teaching techniques.

Success of the foreign language program is closely tied to the school's environment. It is extremely important that the administrators, teachers and parents support the program.

FORMAT OF THE FOREIGN LANGUAGE ESSENTIAL SKILLS

Throughout the document, the term "foreign language essential skills" will be considered to infer multilingual/multicultural/second language instruction.

The Foreign Language Essential Skills Committee developed competencies based on five distinguishing characteristics of foreign language instruction; listening, speaking, reading, writing and culture. These five characteristics are arranged as Strands in the Foreign Language Essential Skills document by a grade level framework of Primary Grades K-3, Intermediate Grades 4-6, Junior High Grades 7-8, and Secondary Grades 9-12. The competencies identified are skills essential for the development of foreign language proficiency by students and represent a progression of learning that will be mastered by the end of each grade level framework (benchmark). They also provide assistance to foreign language educators in planning, developing and implementing foreign language instruction. The indicators describe what a skill looks like when it is demonstrated. The sample of activities and topics provide educators suggestions for implementing the foreign language essential skills. The emphasis of the activities and topics is on active student participation and use of natural language experiences.

The essential skills are arranged by program models 1-5 (Immersion, Partial Immersion, Two-way Bilingual, Foreign Language in the Elementary Schools (FLES), and Foreign Language Experience (FLEX) for grades K-8 and according to levels (I, II, and II) for grades 9-12. See pages 15 and 16 for a description of the program model for the elementary grades and the levels for the secondary grades.

The Appendix contains information and materials relevant to the implementation of the Foreign Language Essential Skills.

PROGRAM MODELS/LEVELS

ELEMENTARY

There are various program models utilized to provide foreign language instruction to elementary students. Four different types of elementary school program models prevail nationally. They are Foreign Language Experience (FLEX), Foreign Language in the Elementary Schools (FLES), Partial Immersion and Immersion. A fifth option, the Two Way Bilingual model is offered as a choice for implementation by some Arizona schools districts. These programs vary in the levels of language proficiency to be reached, the amount of cultural knowledge to be gained, staffing requirements and the time required to reach the program's goals.

Consideration should be given to the following in choosing the foreign language program model to be implemented. They are as follows:

1. Program goal(s) or student outcome desired.

2. Language proficiency level desired for program students.

3. Number of qualified teachers.

4. Availability of resources.

The Essential Skills for grades K-8 have been developed by program models. Competencies for the specific Program Models are to be mastered by the end of grades (framework) 3, 6, and 8 respectively. The degree of proficiency attained will vary according to the program model implemented. Please see the following page for a description of elementary foreign language program models.

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ELEMENTARY FOREIGN LANGUAGE PROGRAM MODELS AND GOALS

PROGRAM MODELS	% of Class Time Spent in FL per week	GOALS
MODEL #1 IMMERSION Grades K-8 (continuous)	50-100% (time spent learning subject matter taught in FL)	-To become functionally proficient in the foreign language (to be able to communicate on topics appropriate to age almost as well as native speakers) -To master subject content taught in the foreign language. -To acquire an understanding and appreciation for other cultures.
MODEL #2 PARTIAL IMMERSION Grades K-8 (continuous)	approx. 50% (time spent learning language per se as well as learning subject matter in FL)	-To become proficient in the foreign language. -To master subject content taught in the foreign language. -To acquire an understanding and appreciation for other cultures.
MODEL #3 TWO WAY BILINGUAL Grades K-8 (continuous)	approx. 50% (time spent learning language per se as well as learning subject matter in FL)	-To develop foreign language proficiency by drawing upon the skills of students who speak a language other than English to promote second language development among English-speaking students. -To acquire an understanding and appreciation for other cultures.
MODEL #4 Foreign language in the Elementary Schools (FLES) Grades K-8 (continuous)	5-15% (time spent learning language per se as well as learning subject matter-if content based FLES)	-To acquire a certain amount of listening and speaking skills (amount depends on time spent in program). -To acquire an understanding and appreciation for other cultures. -To acquire limited amount of reading and writing skills (in some programs).
MODEL #5 FOREIGN LANGUAGE EXPERIENCE (FLEX) Grades K-8 (not continuous)	approx. 5% (time spent learning language and about language- usually taught mostly in English)	-To develop an interest in foreign language for future language study. -To learn basic words and phrases on an informal basis. -To develop careful listening skills. -To develop cultural awareness.

Adapted from: Center for Applied Linguistics by permission from Nancy Rhodes

SECONDARY

The Essential Skills for grades 9-12 have been developed according to levels rather than by program models. The four major components of foreign language study - listening, speaking, reading and writing are addressed in levels I through III. However, at the beginning of foreign language study, listening and speaking activities are stressed. As students progress, greater emphasis is placed on reading and writing. Culture and communication are integral parts of all the levels. The levels are as follows:

Level I - Beginning	Equivalent to two years of high school study	Placement in secondary program level(s) may be determined by assessing students prior foreign language experience
Level II - Intermediate	Equivalent to three years of high school study	
Level III - Advanced	Equivalent to four years of high school study	

GRADES: K-3 GENERAL STRAND: Listening

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will develop awareness of simple stories and verse.	1. Understands simple stories and verses.	— Size difference — Parts of the body — Numbers — Colors
2. Will transfer and interpret information.	2. Gives correct responses.	— Family/community — Foods
3. Will be able to listen to and comprehend simple sentences.	3. a-Recognizes spoken name b-Understands simple sentences c-Follows simple directions d-Responds to questions e-Understands greetings f-Recognizes simple words g-Understands simple stories	— Animals — Sports — Transportation — Day, weeks, months — Clothing — Time — Classroom objects — Home objects
4. Will listen to and comprehend simple commands.	4. Responds appropriately to simple commands.	— Weather — Arts, crafts — Games
5. Will distinguish and recognize the sound patterns of the target language (as appropriate to target language taught).	5. Identifies sounds.	— Puppets — Shapes — Individual recitation, verses — Nursery rhymes
6. Will hold a simple conversation.	6. Understands the flow of a very simple conversation.	— Choral speaking — Songs — Greetings — Telephone use — Story telling — Flannel Boards — Children's literature — Directions — Dialogue — Use of concrete objects — Cassette tapes — Films

GRADES: K-3 GENERAL STRAND: Speaking

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will speak and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will transfer and interpret information.	1. Gives appropriate responses, (graded difficulty depending on age).	— Same as listening.
2. Will speak using simple sentences.	2. a-Uses own name b-Uses simple words c-Uses simple expressions and greetings d-Gives simple directions e-Uses sentences (graded difficulty) f-Asks/responds to simple questions (use of links, verbs, etc., graded difficulty)***	— Retells stories — Role playing — Show and Tell — Drama
3. Will tell simple stories	3. Tells simple stories with 3-4 sentences ***	
4. Will speak using simple commands with classmates.	4. Uses simple commands.	
5. Will distinguish and recognize the sound patterns of the target language (as appropriate to target language taught)	5. Uses reasonably accurate pronunciation and intonation.	
6. Will hold simple dialogues.	6. Responds appropriately to interlocutor.	

GRADES: K-3 GENERAL STRAND: Reading

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will read and comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Students will recognize print form of orally mastered language	1. a-Recognizes printed name b-Recognizes simple words c-Reads letters of alphabet	— Size difference — Parts of the body — Numbers — Colors
2. Will be able to read silently and comprehend simple sentences.	2. a-Reads simple sentences b-Reads simple expressions and greetings c-Reads simple directions d-Reads/responds to questions	— Family/community — Foods — Animals — Sports
3. Will transfer and interpret information	3. Demonstrates comprehension through written and/or oral assessment.	— Transportation — Day, weeks, months — Clothing — Time
PROGRAM MODELS 1-3		
4. Will read aloud with fluency	4. Reads aloud with reasonably accurate pronunciation and inflection.	— Classroom objects — Home objects — Weather — Arts, crafts — Games — Puppets — Shapes

GRADES: K-3 GENERAL STRAND: Writing

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will write and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-4		
1. Student will write short sentences	1. a-Writes printed name b-Writes simple words c-Writes simple sentences d-Writes simple expressions and greetings e-Writes questions/responses f-Writes gender correctly	— Size difference — Parts of the body — Numbers — Colors — Family/community — Foods — Animals — Sports
2. Will transfer and interpret information	2. Demonstrates ability to transfer and interpret information through written assessment.	— Transportation — Day, weeks, months — Clothing — Time — Classroom objects — Home objects — Weather
PROGRAM MODELS 1-3		
3. Will use conventional spelling and punctuation	3. Demonstrates ability to use conventional spelling and pronunciation in writing.	— Arts, crafts — Games — Puppets — Shapes

GRADES: K-3 GENERAL STRAND: Culture

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will develop an awareness, understanding and respect for other cultures as appropriate to student's age and cognitive development

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Will develop basic knowledge of values, customs and traditions of the countries/ people of the target language	1. Demonstrates knowledge of values, customs, and traditions	— learn the rules of a traditional team sport — learn cheers used at sports events
2. Will develop basic knowledge of history and geography of the countries/people of the target language.	2. Demonstrates knowledge of history/ geography	— learn songs and dances of target language — play traditional games of the target country
PROGRAM MODELS 1-3		— listen to children's literature that emphasize certain aspects of target culture (i.e. holidays, heros, foods, etc.)
3 Student will develop basic knowledge of idiomatic expressions of target language through verbal and nonverbal communication	3. Uses and responds appropriately to idiomatic verbal and nonverbal communications	— watch films, filmstrips, and videos about target language — participate in art projects of target language — guest speaker — make maps and flags of countries of target language — arts and crafts of the culture — make and taste simple traditional foods — dramatize traditional folk tales of the target cultures

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GRADES: 4-6 GENERAL STRAND: Listening

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will comprehend words, simple phrases and sentences	1. Responds to simple commands and sentences	— (see K-3 list also) — Weather forecast, radio and TV — Write material from dictation
2. Will comprehend stories and verse	2. Understands simple stories and sentences	— Participate in discussion — Dialogues
3. Will use contextual clues to understand content	3. Comprehends storyline	— Use of stories, plays, verse, rhymes
4. Will comprehend expanded K-3 vocabulary plus sports careers, transportation, numbers to 10,000.	4. Tells, recalls and responds using expanded vocabulary.	
PROGRAM MODELS 1-3		
5. Will recall facts and list details from materials viewed and heard	5. Listens to brief presentations, recalls facts and details	
6. Will demonstrate understanding of cause/effect relationships, main idea, sequencing, inferring and drawing conclusions	6. a-Responds to question logically. b-Recalls, focusing on main idea. c-Summarizes conclusions.	

GRADES: 4-6 GENERAL STRAND: Speaking

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Will participate in group conversation.	1. a-Uses reasonably accurate pronunciation, intonation links. b-Uses simple to intermediate sentences.	— Dialogues interviews role playing conversation — Recitation — Participates in discussions of reading, films, records and pictures
PROGRAM MODELS 1-3		
2. Will demonstrate comprehension of syllabification	2. Expresses ideas verbally, use of gender, plural.	— Role playing oral reading
3. Will express cause and effect relationships, sequencing, facts and opinion.	3. a-Answers to questions with limited degree of accuracy. b-Tells own stories using simple to intermediate sentences, (att. to number).	— Use of time frame clues

GRADES: 4-6 GENERAL STRAND: Reading

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will read and comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will recognize familiar words, simple phrases, sentences	1. Reads and identifies objects, phrases correctly	— School objects, useful expressions, commands, weather, time, days, weeks, months, size difference, parts of body, feelings, people in community, idioms, role playing, oral reading, literature
2. Will read and understand directions and commands	2. Reads and responds correctly to a series of written directions and commands	
3. Will read and understand simple questions	3. Responds correctly to who, what, where, how, when, how many, how much questions	
4. Will read context clues to understand content	4. Demonstrates understanding of story line	— Short stories, poetry
PROGRAM MODELS 1-3		
5. Will read and understand cause and effect relationships, sequencing, drawing inferences, main ideas, fact and opinions	5. Demonstrates comprehension	— Practical reading when available, i.e. newspapers, magazines, cereal boxes, etc.
6. Will predict sequence of events in stories		

GRADES: 4-6 GENERAL STRAND: Writing

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will write and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will write familiar materials from dictation	1. Writes phrases and words correctly	— Dictation — Compositions — Descriptions
2. Will write questions and answers of who, what, where, when, how much, how many	2. Uses questions and answers correctly	— Comparisons — Cartoons — Autobiographies
3. Will write descriptive sentences	3. Describes people, places, things and activities correctly	— Biographies — Comic strips — Picture pages
PROGRAM MODELS 1-3		— Story writing
4. Will write brief stories	4. a-Writes story using correct spelling, and punctuation b-Uses topic sentence, supporting statements and summary statements.	— Journals, newspaper — Dialogue Journals with teachers — Correspondence
5. Will write brief compositions	5. follows a topic with simple to intermediate sentences.	

GRADES: 4-6 GENERAL STRAND: Culture

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will develop an awareness and respect for other cultures.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will recognize body language appropriate to real life situations in target culture	1. Gives appropriate responses to situations	— View film role playing and exchange
2. Will show knowledge of geography of countries where language is spoken	2. Identifies on map capital, geography features and main products of target countries	— Paper mâché maps, use of globe
3. Will acquire knowledge of key historical events and people of the target country	3. Demonstrates knowledge of key persons and historical events through correct responses	— Write biographies, reports in target language
4. Will exhibit knowledge of contributions, art, music, literature and politics of target country	4. Exhibits knowledge of major contributions/contributors in the arts, literature, and music	— Artifacts, art projects, music comparisons readings
5. Will recognize the influence of the target culture on the American culture	5. Demonstrates knowledge of the target culture through correct responses	— News articles, architecture, music, art

GRADES: 7-8 GENERAL STRAND: Listening

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and Comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Will understand expanded 4-6 vocabulary and numbers to a million	1. Understands expanded vocabulary	— Role-Playing — Interviews — Dialogues — Videotapes — Radio and TV broadcasts — School issues — Political topics — Community issues — Guest speakers
PROGRAM MODELS 1-4		
2. Will understand conversations about everyday topics	2. Listens to a short passage and identifies main idea	
3. Will determine feelings and emotions as expressed in conversations, simple songs and poems	3. Listens to conversation and responds to questions. Listens to simple songs and poems, and identifies feelings expressed	
4. Will identify the main idea in poems, reports and short stories	4. Listens to a short passage, and indicates questions, statements and moods	
PROGRAM MODELS 1-3		
5. Will recognize intonation patterns and their effect on meaning	5. Derives meaning from speech	
6. Will distinguish fact from fiction and opinion	6. Listens to a statement and indicates whether fact or fiction	
7. Will understand point of view/purpose	7. Listens to a short passage and identifies the author's point of view	

GRADES: 7-8 GENERAL STRAND: Speaking

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and Comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will utilize reasonably accurate elementary grammatical construction oral expressions for communicative purposes. Grammar is not a goal in itself.	1. Uses simple past tenses, uses compound and complex sentence structures for specific communicative purposes dealing with the topics, areas covered in these years.	— Class discussions — Current events — Oral reports — Present a family dialogue studies, trips, holidays — Role playing
2. Will communicate orally on everyday topics	2. Participates in interviews with classmates	
3. Will ask questions to seek information and give specific information orally	3. Asks questions to obtain specific information and answers questions requiring specific information.	
PROGRAM MODELS 1-3		
4. Will express orally personal point of view	4. Expresses point of view on pertinent issues	
5. Participates in oral discussion	5. Delivers a simple oral report and discusses same with class	

GRADES: 7-8 GENERAL STRAND: Reading

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will read and Comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Will obtain information through reading	1. Reads and obtains predetermined information supplied by teacher	— Student developed stories, journals
2. Will read for comprehension simple articles and literary selections	2. Understands thoughts and feelings intended by authors	— Short stories relating to every day life in target culture
3. Will understand the main idea in selected reading passages	3. Identifies the main idea of selected passages from a list	— Newspaper, magazines
PROGRAM MODELS 1-4		— School related issues
4. Will determine emotions and feelings from selected reading materials	4. Reads a short passage and identifies the emotions and feelings expressed	
PROGRAM MODELS 1-3		
5. Will determine author's point of view	5. Reads a passage and state author's point of view	
6. Will distinguish fact, fiction, opinion in reading materials	6. Reads a passage and identifies fact, fiction and opinion	
7. Will read and summarize written materials	7. Reads a passage and summarizes	

GRADES: 7-8 GENERAL STRAND: Writing

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will Write and Communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will write sentences and paragraphs, utilizing accurate constructions for a variety of communicative purposes.	1. Writes sentences and paragraphs on familiar subjects	— journal writing — write an original advertisement — write a short summary of a short story — write a letter to a pen pal in another country or another foreign language class — selects and writes about favorite game or sport, best friend or movie character — write directions for a simple chore or recipe — write original stories, poems
2. Will write short stories, messages and letters.	2. Writes phrases and words correctly	
3. Will request information to meet limited practical and personal needs.	3. Writes using correct spelling and punctuation	
PROGRAM MODELS 1-3		
4. Will write summaries of general topics discussed in class or from reading selections.	4. Writes summary on assignment topic	
5. Will take notes in target language with teacher guidance.	5. Writes notes using correct spelling and punctuation	

GRADES: 7-8 GENERAL STRAND: Culture

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will develop an awareness, understanding and respect for other cultures.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
PROGRAM MODELS 1-5		
1. Student will recognize language customs appropriate to the target culture	1. Gives sensitive and appropriate responses to situations	— Review a movie or filmstrip and discuss in class
2. Will identify geographical features of the communities of the target country	2. Identifies on a map, countries, capitals and products of countries of target language	— Plays discussions oral reports compose/contrast holidays of target culture with students own culture
3. Will identify historic events and important individuals in the target culture	3. Identifies historic events and important individuals in the target cultures	
4. Will identify major contributions in the arts, literature and music	4. Exhibits knowledge of major contributions/ contributors in the arts, literature, and music	— Construct a time line of one country of the target language
5. Will recognize influences of the target culture on student's own culture	5. Identifies influences in own culture	
6. Will exhibit knowledge of careers which require foreign language	6. Demonstrates understanding of career value of foreign language skills	— Field trips: concerts art museums films
PROGRAM MODELS 1-3		
7. Will exhibit survival skills in social situations appropriate to target culture	7. Expresses responses appropriate to social situations	— Role plan in social and historical situations
		— Present oral reports on careers which require foreign language — discussion follows

GRADES: 9-12 GENERAL STRAND: Listening

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and Comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL I	**LEVEL I**	
1. Will obtain information by listening	1. a-Hears a taped radio broadcast and answers <u>who</u>, <u>what</u>, <u>where</u>, or <u>when</u> questions on the content. b-Listens to a story, and answer questions in oral or written form accurately.	— Taped interviews — Recorded lectures on nontechnical subjects — Radio/TV broadcasts — Recorded telephone conversations — Recorded short stories and poems
LEVEL II		
2. Will understand accurately the essentials of basic communications	2. Listens to a short passage and decides whether it is from a speech, a conversation, or a dramatic reading.	— Listen to a poem/song; summarize — View and hear a TV commercial
3. Will understand conversations and discussions on different topics and areas of special interest.	3. Has a telephone conversation with another student and relays accurately a message for someone else.	— View a film
LEVEL III		
4. Will distinguish fact from fiction, opinion, inference, bias, and propaganda about what is heard.	4. a-Participates in group discussions and reports accurate information. b-Listens to a literary or auditory selection, and distinguishes fact, fiction, opinion, bias or propaganda.	

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GRADES: 9-12 GENERAL STRAND: Speaking

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will speak and communicate.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL I		
1. Will participate in oral communication activities	1. Conveys a message accurately orally	— Listen to a native speaker talk about her/his country. Ask her/him questions about the presentation.
2. Will express emotions, feelings, and preferences orally.	2. Demonstrates ability to convey messages	— Give an oral report on a specific topic; respond to questions asked by other students.
LEVEL II		
3. Will ask questions to clarify meaning and seek information; give specific information orally.	3. Participates in a debate with another student or group of students, presenting one side of a specific issue.	— Prepare a newsbrief about an historical event and present it to the class.
		— Deliver a humorous anecdote to the class.
LEVEL III		
4. Will distinguish fact, fiction, opinion, and bias, and make assumptions, judgments, and inferences orally.	4. Expresses orally ability to distinguish fact and fiction	— Prepare a skit or role play on a predetermined topic (e.g., going to the doctor, asking someone for a date) with one or more students, and present it to the class.
		— Prepare a description of a recent personal experience (e.g., leaving home for the first time, first date); then present it orally to the class, being certain to describe her/his emotions and feelings.

GRADES: 9-12 GENERAL STRAND: Speaking

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will speak and communicate.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
		— Read a story or view a movie; then choose a character and prepare an oral character analysis. — Read a selection about the attitudes of the target country toward a specific topic (e.g., family, death, time) and discuss her/his attitudes about the same topic. — Listen to an oral presentation of a poem, short story, or cultural report; analyze it orally in terms of fact, fiction, or opinion — With a group of students, play a survival game (e.g., of a group of ten people on a sinking ship, only eight can fit in a life boat), and argue effectively for her/his point of view

GRADES: 9-12 GENERAL STRAND: Reading

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will listen and Comprehend

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL I		
1. Will read familiar selections on general topics for general understanding.	1. a-Understands familiar selection and lists the important ideas.	— Choose a scene from a play and, with other students, present it to the class.
	b-Reads an article from a magazine or newspaper and prepares a written list of factual questions about it.	— Read newspaper and magazine articles, literary works, and other materials.
	c-Summarizes in simple sentences short stories, descriptions and poems	— Read a classmate's set of directions for arriving at a certain destination and draw a map to correspond to them.
LEVEL II		
2. Will read for comprehension authentic newspaper and magazine articles, literary works, and other credited materials.	2. Reads an article from a magazine or newspaper and prepares a written list of factual questions about it.	— Do research in the target language on a particular country, historical event, or person; take notes and prepare an outline for an oral or written report.
LEVEL III		
3. Will analyze and evaluate an author's viewpoint and style.	3. a-Reads a play and provides in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.	— Read a short story with the ending omitted; then predict the ending for it.
	b-Reads a historical play, novel, or short story; and then discuss what was fiction, fact, bias.	— Read an editorial from a newspaper; express the author's viewpoint, and underline the words and phrases which led to her/his analysis.

GRADES: 9-12 GENERAL STRAND: Writing

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will write and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL I		
1. Will write reports, dialogues, skits, letters on different topics of special interest.	1. Writes a report or article on an assigned topic related to the target culture	— Complete an unfinished sentence or story.
LEVEL II		
2. Student will write paragraphs and compositions, utilizing accurate constructions for a variety of communicative purposes.	2. Writes a paragraph on an assigned topic, incorporating simple, compound, and complex sentences.	— View a full length film and write a summary of it.
3. Will take notes accurately from lectures, films, or tapes, and write summaries.	3. Listens to a live or taped lecture, take notes, and writes a summary.	— Write a letter to a pen pal in another country.
LEVEL III		— With other students, write a news item or a script for a TV show; then present it to the class and videotape it.
4. Will complete writing assignments in a variety of styles and subject areas	4. Writes a short story from a choice of themes and ideas supplied by the teacher and developed by the class.	— Write a report on an assigned topic related to target culture.
		— Write a news item about a current school or community event for inclusion in a newspaper published by the class.

GRADES: 9-12 GENERAL STRAND: Writing

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will write and communicate

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL III		
5. Will present arguments and persuasions effectively.	5. Writes a persuasive essay	— Write a composition on the topic "If I could change the world, I would _____ _____."
		— Write an advertisement for a particular product.
		— Write an article in support of a specific political candidate.

GRADES: 9-12 GENERAL STRAND: Culture

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will develop an awareness, understanding and respect for other cultures.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL I		
1. Will identify geographical features of the countries of the target language and their relationship to the target culture.	1. Exhibits knowledge of the geography of target cultures	— Choose one city in a country where the target language is spoken, describe its geography, and relate the geographical features to its economic development and population growth. — Write a "what if" composition showing the relationship between geography and the economy (e.g., What if France had not had vineyards? What if there were no coffee in Colombia?).
LEVEL II		
2. Will identify the achievements and contributions of the people of the target culture to world civilization.	2. Demonstrates knowledge of important people and their contributions to civilization	— Choose a figure from the target culture, and by assuming her/his character, talk to the class about her/his life.
LEVEL III		
3. Will use language, customs, and patterns of behavior which are appropriate to the target culture.	3. Exhibits appropriate response to social situation in the target culture	— View a film from the target culture; then write a short composition describing the behavior of a character. — Use situation cards and have students act out various holiday and everyday customs.

GRADES: 9-12 GENERAL STRAND: Culture

FOREIGN LANGUAGE ESSENTIAL SKILLS GOAL: Student will develop an awareness, understanding and respect for other cultures.

COMPETENCY	INDICATOR	SUGGESTED ACTIVITIES AND TOPICS
LEVEL III		
4. Will compare and contrast cultural patterns and values of the target culture and the North American culture.	4. Recognizes cultural similarities and differences as they compare with the North American culture	— Interview a native speaker about life in his/her country; then, write a summary of the interview. — Choose a cultural conflict situation (e.g., dating) and role play with other students using the target language and appropriate behavior. — Read a magazine from the target culture and select articles, pictures, advertisements, or cartoons which reflect the target culture. Compare it with similar magazine from the native culture. — Read a literary selection, view a film, or read a magazine article. — Arrange class visits by individuals from target language — Arrange a field trip to a restaurant typical of the culture they are studying — Have students report on special holiday meals and menus

THE FOREIGN LANGUAGE
ESSENTIAL SKILLS
APPENDIX

ARIZONA STATE BOARD OF EDUCATION RULE

R7-2-301.02. Subject areas to be taught in the common schools: competency goals in the common schools

		Years taught
A.	Prescribed subjects	
1.	Social studies	
	Geography	1-8
	World history	1-8
	*Arizona history and Constitution	7-8
	*American history	7-8
	*Civics, United States Constitution	7-8
	*These are to be taught at least one year	
2.	Language arts	1-8
	Handwriting	1-8
	Language	1-8
	Reading, including phonics	1-8
	Spelling	1-8
3.	Arithmetic	1-8
4.	Literature	6-8
5.	Health	1-8
6.	Science	1-8
7.	Music	1-8
8.	Visual arts	1-8
9.	Foreign or native American language (includes modern and classical)	1-8
B.	Optional subjects	
1.	Industrial arts	
2.	Consumer education and homemaking	
3.	Band	
4.	Chorus	
5.	Journalism	
6.	Physical education	
7.	Typing	
8.	Drama	

C. Kindergarten subjects. Each common school district having a kindergarten program shall include three subjects from the prescribed list. Reading, including phonics, shall be one of the three subjects.

D. Competency goals. Prior to the issuance of a standard certificate of promotion from the eighth grade, each student shall:

1. Successfully complete the subject area requirements prescribed by the State Board and local governing board; and

2. Demonstrate mastery, as defined by the local governing board, of the State Board adopted essential skills.

E. Special education and promotion from the eighth grade.

1. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

2. Students placed in special education classes in grades K-8 are eligible to receive the standard certificate of promotion without meeting State Board competency requirements, but reference to special education shall be placed on the student's transcript or in the permanent file.

F. Foreign or native American language in grades 1-8.

1. Beginning with the 1992-1993 school year, all common schools, grades 1-8, shall provide foreign or native American language instruction, as defined in paragraph A.9., in at least one grade level. Each year thereafter such schools shall provide an additional grade of foreign or native American language instruction to include all grades, 1-8, by the 1999-2000 school year.

2. School districts shall submit to the Arizona Department of Education, no later than June 30, 1992, a report describing district plans for implementing foreign or native American language instruction in accordance with this rule. Such reports shall include a certification of compliance under the notarized signature of both the President of the local governing board and chief administrator of the district.

3. The local governing board of each school district shall set clearly defined goals for achievement of foreign or native American language proficiency.

4. District programs shall include a continuous evaluation of student proficiency.

R7-2-302.03. Minimum credits for high school graduation

A. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation, effective for the graduation class of 1994, as follows:

1. Four credits of English or English as a Second Language to include: grammar; speaking, writing, and reading skills; advanced grammar; composition; American literature; advanced composition; research methods and skills; literature.

2. One and one-half credits of instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.

3. One credit of world history/geography.

4. One-half credit of "Essentials and Benefits of the Free Enterprise System." This one-half credit may be offered in a department which the local district deems appropriate.

5. Two credits of mathematics

6. Two credits of science.

7. One credits of fine arts or vocational education.

8. Eight credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to A.R.S. § 15-341(A)(7).

B. Credits earned through correspondence courses to meet graduation requirements shall be taken from a regionally accredited institution accredited by an association listed in R7-2-601(G). Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

1. English as described in paragraph (A)(1) of this rule;

2. Social Studies "Essentials and Benefits of the Free Enterprise System" as described in paragraphs (A)(2), (3) and (4) of this rule;

3. Mathematics;

4. Science.

C. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with Chapter 7, Article 4, Arizona Revised Statutes, and R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma without meeting state competency requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

D. Competency goals. Beginning with the 12th grade graduating class of 1994 and prior to the issuance of a high school diploma, each student shall:

1. Successfully complete the minimum credits and course requirements prescribed by the State Board and local governing board;

2. Demonstrate mastery, as defined by the local governing board, of the State Board adopted essential skills.

E. Local governing boards may grant to vocational-technological education program completers a maximum of three and one-half credits to be used toward the Board English, mathematics, science, or Free Enterprise credit requirements for graduation, subject to the following restrictions.

1. The Board has approved the vocational-technological education program for equivalent credit to be used toward the Board English, mathematics, science, or Free Enterprise credit requirements for graduation;

2. Only one credit in each of English, mathematics or science may be granted;

3. Only one-half credit may be granted in Free Enterprise;

4. For vocational-technological programs in which only one credit is offered, either vocational or English, mathematics, science or Free Enterprise may be granted;

5. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics, or science, or one-half credit may be used for Free Enterprise.

ELEMENTS OF A QUALITY FOREIGN LANGUAGE PROGRAM

PROGRAM STAFF

- The foreign language teacher is orally proficient and has specific training in teaching foreign languages. This teacher has a good understanding of the curriculum and is provided with time for professional observations, in-service training, working with regular classroom teachers and for ongoing development of curriculum and materials.

FOREIGN LANGUAGE PROGRAM

- The program is comprehension-based, emphasizing language in a communicative context, with many concrete experiences.

- The program reinforces the existing curriculum, i.e., through content-based instruction.

- The program meets on a daily basis for a minimum amount of time during the regular school day for the entire school year.

  - FLES programs meet a minimum of 15-30 minutes per session daily.
  - FLEX program could have fewer sessions.
  - TWO WAY BILINGUAL and IMMERSION programs should meet for the entire day or a major portion of the day.
  - High school programs meet daily for a minimum of 45 minutes.

- The elementary program is incorporated into the K-12 program in a sequential developmental manner, eliminating gaps, introducing compatibility of methods, and adjusting content of the upper-level courses as appropriate.

MATERIALS AND HUMAN RESOURCES

- Adequate materials and human resources are provided to the program. Although there is presently limited availability of commercially prepared materials for elementary foreign language instruction, an orally-based program makes good use of existing visual and manipulative materials and reinforces the skills acquired in the total program. Adequate planning time is also provided to assist teachers in the selection and the development of materials.

CULTURE

- Culture and global education, preferably experienced based, are an integral part of the program.

EVALUATION

- Students are assessed frequently to evaluate their progress toward the goals of the program. Evaluation procedures are valid in terms of instruction and content. Program evaluation is distinct from student evaluation.

SUPPORT

- Program involves school administrators, school board members, parents, regular and special service teachers, resource specialist for foreign languages, and foreign language teachers currently in the district in the development of the program and in information sharing sessions.

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FORUM National Clearinghouse for Bilingual Education, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037

French Review American Association of Teachers of French, 57 E. Armory Avenue, Champaign, IL 61820

Hispania American Association of Teachers of Spanish and Portuguese, Mississippi State University, P.O. Box 6349, Mississippi State, MS 39762-6349

Iowa FLES Newsletter (Marcia H. Rosenbusch, Ed.); Marcia H. Rosenbusch, Editor, Iowa FLES Newsletter, 300 Pearson Hall, Iowa State University, Ames, IA 50011

FOREIGN LANGUAGE RESOURCES

The following list of organizations may be helpful in providing information, materials, and support to strengthen foreign language programs:

National Organizations

- Advocates for Language Learning (ALL)
  P.O. Box 4964
  Culver City, CA 90230
  213/398-4103

- American Council on the Teaching of Foreign Languages (ACTFL)
  6 Executive Plaza
  PO Box 1077
  Yonkers, NY 10701
  914/963-8830

- The American Forum on Global Education
  45 John Street
  New York, NY 10038
  212/732-8606

- Center for Applied Linguistics/ERIC Clearinghouse on Language and Linguistics
  1188 22nd St., NS
  Washington, DC 20037
  202/429-9292

- Computer Assisted Language Learning and Instruction Consortium (CALICO)
  3078 JKHB
  Brigham Young University
  Provo, UT 84602
  801/378-7079

- Concordia Language Villages
  Concordia College
  Moorhead, MN 56560
  218/299-4544

- The Experiment in International Living
  Kipling Road
  Brattleboro, VT 05301
  802/257-7751

- Joint National Committee for Languages/National Council for Languages and International Studies
  300 First St, N.E., Suite 211
  Washington, DC 30003
  202/546-7855

- Modern Language Association (MLA) Foreign Language Programs
  10 Astor Place
  New York, NY 1003-6981
  212/614-6320

- National Foreign Language Center
  1619 Massachusetts Ave., N.W.
  Washington, DC 20036
  202/667-8100

- National Clearinghouse for Bilingual Education (NCBE)
  1118 22nd Street, N.W.
  Washington, DC 20037
  1-800/321-NCBE

- National Council of State Supervisors of Foreign Languages
  Walter H. Bartz
  Indiana Department of Education
  229 State House
  Indianapolis, IN 46204
  317/232-9157

- National Foreign Language Center
  1619 Massachusetts Ave., N.W.
  Fourth Floor
  Washington, DC 20037
  202/667-8100

- National Network for Early Language Learning (NNELL)
  1118 22nd Street, N.W.
  Washington, DC 20037
  202/429-9292

- Sociedad Honoraria Hispanica (National Spanish Society) sponsored by the Arizona Association of Teachers of Spanish and Portugese
  Glendale Community College
  6000 W. Olive Avenue
  Glendale, AZ 85302
  602/435-3727

Selected Language (National) Organizations

- American Association of Teachers of Arabic
  Gerald E. Lampe, SAIS
  John Hopkins University
  1740 Massachusetts Ave., N.W.
  Washington, DC 20036
  202/785-6237

- American Association of Teachers of French
  Fred M. Jenkins, Dept. of French
  University of Illinois
  57 E. Armory Avenue
  Champaign, IL 61820
  217/333-2842

- American Association of Teachers of German
  523 Building, Suite 201
  Route 38
  Cherry Hill, NJ 08034
  609/663-5264

- American Association of Teachers of Italian
  4 Oakmont Road
  Welland, Ontario L3C 4X8
  Canada
  416/732-2149

- American Association of Teachers of Slavic and East European Languages
  M.L. 340
  University of Arizona
  Tucson, AZ 85721
  602/621-3702

- American Association of Teachers of Spanish and Portugese
  Mississippi State University
  PO Box 6439
  Mississippi State, MS 39762-6349

- American Classical League
  Miami University
  Oxford, OH 45056
  513/529-4116

- American Council of Teachers of Russian
  815 New Gulph Road
  Bryn Mawr, PA 19010
  215/525-6559

- American Council of Teachers of Uncommonly Taught Asian Languages
  Dinh-Hoa Nguyen, Dept. of Linguistics
  Southern Illinois University
  Carbondale, IL 62901

  Navajo Community College
  Tsaille, AZ 86556

State Organizations

- Arizona Foreign Language Association (AFLA)
  Nancy Lewis - President
  Ironwood High School
  6051 W. Sweetwater
  Glendale, AZ 85304
  602/878-3983 wk

- Arizona Association of Teachers of Spanish and Portugese
  Joan Plum
  North Central High School
  1101 E. Thomas Road
  Phoenix, AZ 85014
  602/271-2705

- Arizona Association of Teachers of German (AATG)
  Jutta Bailey - President
  American Graduate School of International Management
  Thunderbird Campus
  Glendale, AZ 85306
  602/978-7011

- Arizona Association of Teachers of French (AATF)
  Dr. William Hendrickson
  Co-President
  Foreign Language Dept.
  LL B-404
  ASU
  Tempe, AZ 85287-0202

- Dr. Debbie Losse
  Co-President
  Foreign Language Dept.
  LL B-441
  ASU
  Tempe, AZ 85287-0202
  602/965-6919 wk

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REFERENCES

The following references were used in the development of the Foreign Language Essential Skills document:

A Guide to Curriculum Planning in Foreign Language. Wisconsin Department of Public Instruction, Madison, Wisconsin

Teacher Handbook: Second Language Studies K-12. North Carolina Department of Public Instruction, Raleigh, North Carolina

The Natural Approach. Language Acquisition in the Classroom (1983) by Stephen D. Krashen, Hayward, California: Alemany Press

Languages and Children - Making the Match (1988) by Helena Anderson Curtain and Carol Ann Pesola, Addison-Wesley Publishing Co., Menlo Park, California

STRATEGIES: For Teaching Limited English Proficient Students, Part I and II, Arizona Department of Education, Phoenix, Arizona

FOREIGN LANGUAGE FRAMEWORK for California Public Schools, California State Department of Education, Sacramento, California

FOREIGN LANGUAGE: A Maryland Curricular Framework, Maryland State Department of Education, Baltimore, Maryland